



## Investigation

### Assessing Questions

**Assessing questions for teacher observation of students' ability to investigate.**

#### ***Completeness of the student's use of the strategy of Investigation***

Did the student clearly identify a concept to be defined (definitional investigation), a past event to be explained (historical investigation) or a hypothetical event to be described (projective investigation)?

Did the student identify what is already known or agreed upon about the concept (definitional), the past event (historical), or the hypothetical event (projective)?

Did the student clearly articulate a resolution to the confusions or contradictions about the concept (definitional), the past event (historical), or the hypothetical event (projective)?

Did the student develop and articulate a resolution to the confusions or contradictions about the concept (definitional), the past event (historical), or the hypothetical event (projective)?

#### ***Accuracy and effectiveness of the student's thinking in the investigation task***

Was the concept (definitional), the past event (historical), or the hypothetical event (projective) selected by the student important to the content?

Was the student accurate and complete in her assessment of what is already known or accepted about the concept that was defined (definitional), the past event that was explained (historical), or the hypothetical event that was described (projective)?

Was the student accurate and complete in her assessment of the confusions and contradictions about the concept (definitional), the past event (historical), or the hypothetical event (projective)?

Was the resolution to the confusions or contradictions logical and plausible?

Adapted from McREL Institute